DOCUMENT RESUME

ED 450 028 SO 032 514

TITLE	K-12 Curriculum Framework for the Arts.
INSTITUTION	New Hampshire State Dept. of Education, Concord.
PUB DATE	2000-00-00
NOTE	43p.
AVAILABLE FROM	New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301-3860; Tel: 603-271-3494; Fax: 603-271-1953; For full text: http://www.ed.state.nh.us/curriculumframeworks/curricul.htm.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Standards; Art Education; Benchmarking; Dance; Dance Education; Elementary Secondary Education; Music; Music Education; Public Schools; *State Standards; Student Development; Student Evaluation; Theater Arts; Visual Arts
IDENTIFIERS	National Arts Education Standards; *New Hampshire

ABSTRACT

This curriculum framework for the arts defines expectations for student learning in the arts in New Hampshire. The framework standards do not comprise a curriculum with designated course offerings, teaching methods, or materials; instead, they provide a vision for the future, outlining expectations for student learning at the end of grades 4, 8, and 12. The framework provides balanced, comprehensive, and sequential guides for instruction in the four arts disciplines: dance, theater, music, and visual arts. Each discipline includes a purpose statement, curriculum standards, and proficiency standards. The framework was guided by the broad goals in the National Standards for Arts Education. Lists 16 works consulted. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 450 028

New Hampshire Department of Education

K-12 Curriculum Framework for the Arts

SO 032 514

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
C.H. Marston
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

New Hampshire Department of Education
101 Pleasant Street
Concord NH 03301-3860
Telephone: (603) 271-3494
Fax: (603) 271-1953

http://www.ed.state.nh.us/CurriculumFrameworks/curricul.htm

2000

BEST COPY AVAILABLE

INTRODUCTION

The New Hampshire *K-12 Curriculum Framework for the Arts* is the culmination of more than three years work by a volunteer task force. This framework represents unprecedented consensus about expectations for student learning in the arts in this state. Educators from all levels, business people, artists, students, arts educators, government officials, community representatives, and parents contributed to the development of these standards. Research findings, *National Standards for Arts Education,* models from other states, as well as an analysis of current instructional practices, informed the work.

This is the sixth curriculum framework developed by the New Hampshire Department of Education. This framework outlines a vision for student achievement and offers specific benchmarks at several grade levels. Like the earlier frameworks, this document will significantly influence teaching and learning for New Hampshire children.

The New Hampshire Department of Education and the New Hampshire State Council on the Arts generously supported the writing of this document.

What is the role of the arts in education?

It is important for New Hampshire children to study the arts. First, the arts have intrinsic value. Producing art, whether it is creating a piece of visual art or performing through dance, theatre, or music, allows children to develop their creativity in ways that cannot be matched by core school subjects. Moreover, each arts discipline has its own distinct symbol system to aid in understanding the world. Each has its own vocabulary and distinct repertoire of skills. By accessing these modes of perception, students may respond to the everyday world in a more perceptive fashion.

Second, studying the arts enhances the study of other subjects. For example, patterning is an important concept in both art and science. It occurs in the arts as a sequence of musical notes, color, or texture. A reoccurring movement pattern characterizes dance. Dramatic works use pattern to establish conflict and its resolution. In nature, patterns occur in the formation of trees and leaves, markings on animals, and geologic formations. A further example of how arts enhance learning is drawn from the study of history, where knowledge is broadened by examining art, music, dance, and theatre from the same period.

Additionally, studying the arts develops important ways of knowing and understanding the world. This is reflected in standardized test scores and recent educational findings that suggest that in schools where strong arts programs exist, overall academic achievement is improved. For example, Martin Gardiner, research director and faculty member at the Music School in Providence, Rhode Island, has carried out research involving an innovative program at two city elementary schools that provides strong evidence that art and music instruction can greatly improve performance in reading and math (Castelluci, 1996). Additional research also indicates that SAT scores in reading and math increased when students had quality arts experiences in school (Dobbs, 1996).

"All evidence points to a relationship between the arts and other academic disciplines that is clear and compelling, indicating to both fields that one cannot really flourish without the influence of the other" (*Transforming Ideas for Teaching and Learning the Arts, 1997).*

The research of Frances Rauscher, research psychologist and musician, is a case in point. For the first time, she has shown that a causal link exists between spatial-temporal reasoning and musical intelligence (Mahlman, 1996). Pre-school students who experienced an additional thirty minutes of music per week performed 80% better on visual/spatial puzzle tests than those students who did not have the additional music (Mahlman, 1996).

Through study of the arts, students learn higher order thinking skills: critical thinking, analyzing, and decision making. A practical illustration of how students become better readers and problem solvers can be seen in Connecticut's Higher Order Thinking Skills Schools. Here the arts are infused in teaching methods that are part of the daily program, and an increase in student achievement has been demonstrated (Connecticut Commission on the Arts, 1997).

How do quality arts programs contribute to school environment?

In addition to positive effects on student achievement, quality programming in the arts can have positive effects on school climate and culture. For example, research shows improvement in both teacher and student attendance where arts are integrated into the school curriculum. Improvement in teacher attendance has also been reported as a result of participation in the Higher Order Thinking Skills school initiative. Moreover, according to the *Transforming Ideas for Teaching and Learning the Arts* 1997 report, parent involvement has improved in schools where the arts curriculum contributed to providing schools with a more engaging environment.

How do the arts develop workplace and lifelong skills?

Policy makers now recognize that the benefits of arts education extend far beyond the school walls. Arts education is influential in developing appropriate lifelong and workplace skills. As early as 1993, Secretary of Education, Richard Riley stated, "The Arts … enhance our economic competitiveness by developing creative problem-solving skills, imagination, self-discipline, and attention to detail" (Riley, 1993). In partnership with *BusinessWeek,* the J. Paul Getty Education Institute for the Arts published an insert aimed at business leaders in the October 1996 edition of the magazine. This insert recognized the impact of arts programming within the workplace. "Arts education helps the nation produce citizens and workers who are comfortable using many different symbol systems (verbal, mathematical, visual, auditory). Arts education develops the very capacities that business leaders, educators, and parents want the schools to provide our children: creative problem solving, analytical thinking, collaborative skills and judgment" ("Educating for the Workplace through the Arts," *BusinessWeek*, October 1996).

Policy makers are also recognizing the toll that the modern, stressful lifestyle takes on individuals. The ability to be resilient in the face of adversity has been identified as a key coping mechanism. Researchers have noted that the skills needed for the development of a student's resiliency may be developed through study of the arts. Resiliency skills serve as coping mechanisms, enabling individuals to effectively respond to stress and trauma in their lives. In addition, decreases in incidence of students involved with substance abuse have been noted, specifically with prevention programs and projects that address the resiliency of students (Shaw, 1997). The study shows that when students are involved with a long-term art program and have

regular contact with adults who are invested in their progress, they will develop resiliency and creativity skills as well as self-confidence (Shaw, 1997).

Recognizing that the arts make a contribution to developing workplace and lifelong skills, a conscious decision was made to include a career standard within each discipline of the framework. The career standard guides the art educator in providing knowledge of career opportunities in the arts to their students. Developing an awareness of the variety of careers in the arts may include discussion of how designers create what is around us everyday, whether it be our cars, toothpaste tubes, or clothes. Other areas of focus are the fields of architecture, museum and classroom education, industrial design, web design, illustration, apparel design, film, composing, and performance in dance, music, or theatre. Arts careers can vary widely from marketing and management, to the technology of lighting and video, or product and set design.

The intent of providing a focus on careers in the curriculum standards is not to imply that all students will become artists and performers; rather, it is to provide students with an understanding of and awareness about the many career options available to them. For example, if a student excels in computer technology and has an interest in theatre, perhaps he or she may pursue both through a career in technical theatre.

Integration and the Arts

In order to maximize the benefits of the arts in education, it is vital that the arts are integrated into the total school curriculum. This framework encourages connections among the arts and other subjects as local districts develop school curriculum, instruction, and assessment.

There are many ways to define integration and there are a variety of valid instructional practices that lead to meaningful integration. The framework does not endorse one particular method, but encourages educators to make substantive, standards-based connections among the arts and other subjects. Mutually reinforcing connections are identified when students make concept-based connections rather than subject-specific ones. For example, symmetrical design is a major theme of ancient Egyptian art. Students may apply their knowledge of symmetry to the study of equations in mathematics, the principles of balance in physics, or the creation of a palindrome in music or dance.

Integrating among subjects requires students to use critical thinking skills. Stephen Mark Dobbs, national arts education consultant to the College Board, states that the arts "promote the broad and deep thinking necessary for integrated studies…The arts by virtue of their capacity to embody and share the rich diversity of human experience across time, space and cultures, are prime sources of meaningful themes and curricular centers" for integrated approaches to learning.

A subsequent addendum to the *K-12 Curriculum Framework for the Arts* will address methods of integration with sample lessons, curricula, student work, and assessment strategies.

What is the purpose of this K-12 Curriculum Framework for the Arts?

The standards that follow do not comprise a curriculum with designated course offerings, teaching methods, or materials. Instead, they provide a vision for the future, outlining high but reachable expectations for student learning at the end-of-grades 4, 8, and 12. The framework

BEST COPY AVAILABLE

provides a balanced, comprehensive, and sequential guide for instruction in the four arts disciplines: Dance, Theatre, Music, and Visual Arts. Each discipline represents a unique combination of ideas, skills, and knowledge that are taught for their intrinsic value.

It is the responsibility of teachers, administrators, and school board members to design educational programs appropriate for their communities. Decisions about curriculum, specific grade-level and course offerings, and instructional methods, activities, and materials remain at the local level. Arts educators must identify and implement methods that enable students to acquire the requisite knowledge and skills. To implement the arts framework, local curriculum planning committees might ask, "Where are we now?" and "Where would we like to be?" District goals and objectives can then be crafted from the framework. Aligning local curriculum with framework standards will require the support of community, students, educators, and the administration.

Arts educators are utilizing computers and other technologies as creative and expressive tools with which to study and create experiences in the arts. This framework encourages schools to provide opportunities for students to master the creative possibilities of technology. The framework embraces the study of traditional art forms while recognizing the need to explore a variety of technologies and their implications for arts education. Currently, schools are using computer-based assessment portfolios, MIDI computer networks, virtual reality for student exhibitions, and creating technical magic on stage with computer-run light and sound boards. Therefore, technology is included as a broad goal in this framework.

How is this framework organized?

The four arts disciplines serve as primary organizers. Each organizing strand of Dance, Music, Theatre, and Visual Arts includes three major components: **a purpose statement, curriculum standards, and proficiency standards.**

- **Purpose Statements**

  The introductory statements for Dance, Music, Theatre, and Visual Arts explain why it is important for students to understand and appreciate each discipline. Within the purpose statements, each arts discipline is described in both theoretical and practical contexts. Each purpose statement illustrates how the arts are part of daily life both in and outside of the classroom. A working knowledge of each discipline will enable students to make connections within and among the arts disciplines and other subjects.

- **Curriculum Standards**

  Curriculum standards outline the scope of the content recommended for Grades K-12. They are statements of what students should know and be able to do in the arts by the time they have completed secondary school in New Hampshire.

- **Proficiency Standards**

Proficiency standards specify the levels of achievement that students are expected to attain at the completion of grades 4, 8, and 12. All students should experience the four arts disciplines in grades K-8. They should have the opportunity to acquire the knowledge and skills identified in the K-8 proficiency standards. Typically, students in grades 9-12 elect to focus on one arts discipline. Therefore, they should be given the opportunity to master proficiency standards from that discipline. Students with a particular interest or talent may choose a higher level of achievement in an arts discipline by pursuing the additional proficiency standards.

Proficiency standards for Dance, Music, Theatre and Visual Arts address the three basic processes common to the arts; *creating* original works of art, *performing* new or existing works of art, and *responding* to the artworks and performances of self or others. These artistic processes provide unifying threads that help art educators organize sequential, standards-based instruction and assessment. Using them requires students to understand and apply skills outlined in this framework.

BROAD GOALS

This framework was guided by the broad goals in the *National Standards for Arts Education.* They were tailored to meet the needs of New Hampshire students.

- Students will create, perform, and respond with understanding to all of the arts including Dance, Music, Theatre, and Visual Arts.
- Students will be able to communicate proficiently in at least one art form: Dance, Music, Theatre, or Visual Arts.
- Students will be able to analyze and evaluate works of art from structural, historical, and cultural perspectives. This includes the ability to understand and evaluate works of art in various arts disciplines.
- Students will recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines.
- Students will relate various types of arts knowledge and skills within and across the arts and other disciplines.
- Students will use technology as ways to create, perform or respond in various arts disciplines.
- Students will become familiar with career opportunities in the arts or with the impact of the arts on everyday life.

Additionally, the framework is a foundation for local development of assessment instruments. The *K-12 Curriculum Framework for the Arts* provides expectations for student learning which may serve as a basis for assessment design. The National Assessment of Educational Progress (NAEP) and State Consortium for Assessment and Student Standards/Arts (SCASS) models may also be used as a reference for designing performance assessments, keeping in mind that curriculum, instruction, and assessment work together to promote strong educational programs.

This framework is designed to help all students achieve to the best of their ability. Where necessary, modifications and supports need to be provided for students with disabilities, often in collaboration with other professional staff. By offering varied opportunities for personal expression, a wide range of options for successful participation of all students can be insured.

New Hampshire Curriculum Framework for the Arts

Dance K – 12

PURPOSE:

The expression of ideas and emotions is an innate human activity. Ranging from a continuum of simple gestures to complex movements, dance utilizes the human body as its form of expression. Just as a writer manipulates letters, words, sentences, and paragraphs to organize ideas, the dancer works with time, space, shape, movement and energy to achieve the same goal; expression of self.

Engaging students in understanding and experiencing the language of dance is important to individual development. Body awareness and kinesthetic learning experienced through dance provides students with knowledge about themselves and the world around them that cannot be understood through intellectual pursuits alone. Dance aids the fulfillment of the entire person: physically, intellectually, and emotionally.

Dance education, as described in this framework, requires teachers and students to use a problem-solving approach to learning. Methodologically, students are challenged to use their knowledge of dance concepts to provide solutions to movement problems. This method of presentation promotes dance content as a vehicle for experiencing, practicing and applying the processes needed to think creatively and critically. For example, students in grade six may be asked to create a movement sequence that begins in a closed group shape, extends slowly across the room, has sixteen counts of high energy, individual movement, and concludes with the group exiting the space in the same direction. Here, observing and collecting data, forming and testing hypothesizes, drawing conclusions and posing questions become part of the learning environment. Furthermore, participation in the creative process facilitates students' discoveries of their own movement potential, fosters the development of their individual ideas and their capacity to respect the expressions of others, and provides opportunities for collaboration.

The eight curriculum standards that comprise the dance framework guide educators in providing New Hampshire students with personal and active experiences as dancers, choreographers, and audience members. The proficiency standards progress from a creative movement base to refined dance technique, reflecting the many forms, styles, and genres of dance. Throughout the framework, students are asked to create, perform and respond to dance in different settings and methods. The standards outline sequential skills in dance performance and choreography, and connect dance with healthful living. The framework in dance supports an understanding of the important cultural, social, and artistic roles that dance plays in this and other societies. The standards prepare students for adult lives in which they will view dance as a means of individual expression and personal fulfillment.

<u>Curriculum Standard 1</u>: Identify and demonstrate movement elements and skills in performing dance.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. demonstrate axial movements;
b. demonstrate the eight basic locomotor movements of walk, run, hop, jump, leap, skip, gallop, slide, while moving forward, backward, sideward, diagonally and turning;
c. create shapes at low, middle, and high levels;
d. demonstrate the ability to define and maintain personal space;
e. demonstrate movements in straight and curved pathways;
f. demonstrate accuracy in moving to a musical beat and responding to changes in tempo;
g. demonstrate concentration, focus and kinesthetic awareness (a sense of movement internalized by the muscles), in performing movement skills;
h. observe and describe the action and movement elements of space, time, and energy, in a brief movement study.

End of Grade 8:

In addition to the above, students will be able to:

a. demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery;
b. identify and demonstrate basic dance steps, positions, and patterns for dance from various styles;
c. transfer a spatial pattern from the visual to the kinesthetic;
d. transfer a rhythmic pattern from the aural to the kinesthetic;
e. identify and demonstrate a range of dynamics or movement qualities;
f. demonstrate increasing concentration, focus and kinesthetic awareness in performing movement skills;
g. reproduce movement phrases of varying length, dynamic qualities, and technical skill;
h. analyze action and movement elements observed in a dance.

End of Grade 12:

In addition to the above, students will be able to:

a. refine appropriate body alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and axial movements;
b. identify and demonstrate longer and more complex movement;
c. demonstrate rhythmic acuity;
d. improve performance of movement and technical skills by using a broad dynamic range.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

e. improve dance technique through self-evaluation and correction;
f. demonstrate a high level of consistency and reliability in performing technical skills.

Curriculum Standard 2: Identify choreographic principles.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. create a sequence with a beginning, middle, and end, both with and without a rhythmic accompaniment and identify each part of the sequence;
b. improvise, create and perform movements based on their own ideas and ideas from other sources;
c. use improvisation to discover and invent movement and to solve movement problems;
d. create a dance phrase, accurately repeat it, and then vary it;
e. demonstrate the ability to work effectively alone and with a partner or in a small group;
f. demonstrate the following partner skills: copying, mirroring, leading and following.

End of Grade 8:

In addition to the above, students will be able to:

a. demonstrate symmetrical and asymmetrical design elements alone, with a partner, or with a group;
b. create contrasting and complimentary shapes, giving and taking of weight and developing relationships in near and far space with a partner or a group;
c. demonstrate varying structures and forms of composition, such as: AB, ABA, canon, call and response, and narrative;
d. use improvisation to build movement vocabulary;
e. demonstrate the processes of reordering and chance in structuring movement sequences;
f. use cooperative learning skills in a small group during the choreographic process.

End of Grade 12:

In addition to the above, students will be able to:

a. use improvisation to generate movement for choreography;
b. explore choreographic structure by creating a movement phrase that can be rearranged according to various compositional forms;
c. create a movement study focusing on dynamic change and transitions;
d. create a movement study for two or more dancers;
e. describe how a choreographer developed and organized the basic movement content in a particular dance.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

f. demonstrate further development and refinement of the proficient achievement standards to create a small group dance with coherence and aesthetic unity;
g. create a movement study focusing on dance phrases that use complex rhythmic and musical elements.

Curriculum Standard 3: Recognize dance as a way to create and communicate meaning.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. observe and discuss how dance is different than other forms of human movement;
b. discuss interpretations of and reactions to a dance;
b. present their own dances to peers and discuss their meanings.

End of Grade 8:

In addition to the above, students will be able to:

a. compare and contrast the difference between pantomiming and abstracting gesture;
b. analyze how different accompaniment, such as sound, music, or spoken text, can affect the meaning of a dance;
c. demonstrate how lighting, costuming, and setting can contribute to the meaning of a dance;
d. create a dance that communicates a topic of personal significance.

End of Grade 12:

In addition to the above, students will be able to:

a. discuss and evaluate how movement choices communicate ideas in dance;
b. examine ways that a dance conveys various meanings from a variety of perspectives;
c. analyze and discuss a performer's ability to communicate meaning to an audience.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. compare and contrast how meaning is communicated in two of their own choreographic works;
e. create and/or critique a dance that explores a contemporary social theme, analyzing how the work accomplishes or does not accomplish its intentions.

Curriculum Standard 4: Apply and demonstrate critical and creative thinking skills in dance.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. explore multiple solutions to a given movement problem; choose their favorite solution and analyze the reasons for that choice;
b. observe two dances and discuss how they are similar and different in terms of the basic components used to create a dance.

End of Grade 8:

In addition to the above, students will be able to:

a. create a movement problem and demonstrate multiple solutions; choose the most interesting solution and discuss the reasons for the choice;

b. demonstrate appropriate audience behavior in watching dancé performances; discuss their opinions about the dances with their peers in a supportive and constructive way;
c. compare and contrast two dance compositions in terms of space, time and force/energy;
d. identify possible aesthetic criteria for evaluating dance.

End of Grade 12:

In addition to the above, students will be able to:

a. create a dance and revise it over time, articulating the reasons for their artistic decisions, considering what was lost and gained by those decisions;
b. establish a set of aesthetic criteria and apply it in evaluating their own choreography and that of others;
c. analyze issues of ethnicity, gender, social/economic class, age, and/or physical condition in relation dance

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. analyze the style of a choreographer or cultural dance form; identify characteristics of the style or dance form which make it distinctive from other styles and dance forms; then create a movement study in that style.

<u>Curriculum Standard 5</u>: Recognize and demonstrate dance in various cultures and historical periods.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. perform folk dances from various cultures and communities within New Hampshire;
b. learn and share a dance from a resource in their own community; describe the cultural and/or historical context;
c. examine dance from a particular culture and time period;
d. identify ways that dance has been a continuous part of the history of human culture.

End of Grade 8:

In addition to the above, students will be able to:

a. understand the evolution of classical dance forms from various cultures, such as ballet, East Indian or flamenco, and perform basic movement in one form;
b. understand the evolution of twentieth century American social and theatrical dance, such as the Charleston, the Lindy, tap, jazz and modern and perform basic movements;
c. learn folk and social dances from a variety of cultures or time periods, utilizing resources from the community;
d. identify the role of dance in different cultures or time periods.

End of Grade 12:

In addition to the above, students will be able to:

a. perform or discuss the traditions and techniques of a classical dance form;
b. perform and describe similarities and differences among a broad spectrum of folk, social, and/or theatrical dances or dance forms from the 20th century;
c. perform or discuss the traditions and techniques of folk forms, such as Morris dance, Irish step dance or American Hopi Indian dance, placing each in an historical or cultural context.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

e. compare the role and significance of dance and dancers in North America with other cultures, considering the historical period and social/political contexts.

Curriculum Standard 6: Make connections between dance and healthful living.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. identify personal wellness goals and how aspects of dance can be used to meet those goals;
b. explain how healthy practices, such as nutrition and safety, enhance their ability to dance.

End of Grade 8:

In addition to the above, students will be able to:

a. identify personal goals and how aspects of dance can be used to meet these goals; identify steps they are taking to reach their goals;
b. explain strategies to prevent dance injuries;
c. create their own warm-up movements; discuss how that warm-up prepares the body and mind for expressive purposes;
d. know that people use a variety of movement therapies, such as occupational therapy and Feldenkrais, and movement forms, such as Tai Chi and yoga, to improve their health and well being.

End of Grade 12:

In addition to the above, students will be able to:

a. reflect upon their own progress and personal growth during their study of dance; examine how fluency in dance can support success and confidence in other areas;
b. communicate how lifestyle choices, such as smoking, drug use or diet, affect the dancer;
c. analyze and discuss historical and cultural images of the body and compare these images to presentation of the body in contemporary media.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. analyze challenges facing professional performers in maintaining healthy lifestyles.

Curriculum Standard 7: Make connections between dance and other disciplines.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. create a dance project that reveals understanding of a concept or idea from another discipline, such as *pattern* in dance and science;
b. respond to a dance using another arts discipline.

End of Grade 8:

In addition to the above, students will be able to:

a. identify a project that reveals similarities between two arts disciplines;
b. observe the same dance both live and recorded on video; compare the aesthetic impact of the two observations.

End of Grade 12:

In addition to the above, students will be able to:

a. create a project the reveals similarities between dance and other disciplines;
b. explore/discuss how other forms of communication, such as, visual art, spoken word, music or video can enhance or alter the ideas conveyed in a dance, drawing on examples from their own dances and those of others;
c. create an interdisciplinary project based on a theme identified by the student.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

e. compare choreographic works to other artwork from the same culture and time period;
f. create a project using media technologies, such as video and computers, that present dance in a new or enhanced form.

Curriculum Standard 8: Identify the range of careers in the field of dance.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. describe the ways in which participation in dance enhances everyday life;
b. analyze how creating dance events takes the efforts of people with many different skills.

End of Grade 8:

In addition to the above, students will be able to:

a. describe the value and significance of dance in everyday life;
b. describe a variety of performance, production, and related careers in dance;
c. identify the range of opportunities for individual skills to be used in local dance productions.

BEST COPY AVAILABLE

End of Grade 12:

In addition to the above, students will be able to:

a. describe ways in which dance influences everyday life;
b. create an extensive list of dance-related careers;
c. identify and discuss a variety of employment and financial opportunities for people who choose a career in dance;
d. discuss how skills developed in dance are applicable to a variety of life skills.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

e. compose a list of questions to identify specific skills and knowledge needed to enter a particular dance-related career and seek answers from a variety of community sources.

New Hampshire Curriculum Framework for the Arts

Music K-12

PURPOSE:

Music is a subject with its own unique skills and knowledge, a respected repertoire of quality literature, an advanced system of notation and literacy, and a challenging form of cognition. Scientifically, music is an auditory symbol system that the brain conceives as spatial-temporal reasoning. The brain organizes the elements of pitch, rhythm, timbre and harmony in neurological pathways that cannot be replicated in any other manner. Historically, musical expression is an innate human activity that bridges cultures and time.

In the study of music, students create meaning and expression through the use of listening, composing and improvisational skills. Students attain skill in choral and instrumental performance, as well as critical thinking and self-assessment. Understanding of musical elements and how people in different places and at different times have manipulated them is important in learning how meaning is derived from sound. Students should also be able to identify exemplary musical works.

The framework in music offers a balanced, comprehensive, sequential study of the art form. It uses a music difficulty rating system that is represented by a number ranging from 1 to 6, with 6 signifying the most challenging music (*National Standards for Arts Education/Dance, Music, Theatre, Visual Art,* 1994, Music Educators National Conference, pg. 78). The framework is written to lead students in an orderly and complete way to a rich mastery of the subject. By progressively mastering the materials in the ten content standards, students will gain understanding of and derive meaningful experience in music.

Broad experience in music is necessary if students are to make informed musical judgments. To meet the standards in this framework, students must learn vocabularies and concepts associated with various types of work in music. By understanding the contribution music makes to culture and history, students are better prepared to live and work in multicultural settings. The adult life of every student is enriched by the skills, knowledge and dispositions acquired through the study of music.

<u>Curriculum Standard 1</u>: Sing, alone and with others, a varied repertoire of music.

General Music Proficiency Standards

End of Grade 4:

Students will be able to:

a. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo;
b. sing expressively, with appropriate dynamics, phrasing, and interpretation;
c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures;

d. sing ostinatos, partner songs, and rounds;
e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

End of Grade 8:

In addition to the above, students will be able to:

a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles;
b. sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2 on a scale of 1 to 6, including some songs performed from memory;
c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed;
d. sing music written in two and three parts.

Choral Performance Proficiency Standards

End of Grade 8:

In addition to the above, students will be able to:

e. sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs from memory.

End of Grade 12:

In addition to the above, students will be able to:

a. sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;
b. sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

c. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 5 on a scale of 1 to 6;
d. sing music written in more than four parts;
e. sing in small ensembles with one student on each part.

<u>Curriculum Standard 2</u>: Perform on instruments, alone and with others, a varied repertoire of music.

General Music Proficiency Standards

End of Grade 4:

Students will be able to:

a. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo;
b. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments;
c. perform expressively a varied repertoire of music representing diverse genres and styles;

d. echo short rhythms and melodic patterns;
e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor;
f. perform independent instrumental parts while other students sing or play contrasting parts.

End of Grade 8:

In addition to the above, students will be able to:

a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and good breath, bow, or stick control;
b. perform, with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a difficulty level of 2 on a scale of 1 to 6;
c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed;
d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Instrumental Performance Proficiency Standards

End of Grade 8:

Students will be able to:

a. perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1 to 6, including some solos performed from memory.

End of Grade 12:

In addition to the above, students will be able to:

a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;
b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
c. perform in small ensembles with one student on a part.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6.

<u>Curriculum Standard 3</u>: Improvise melodies, variations, and accompaniments.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. improvise "answers" in the same style to given rhythmic and melodic phrases;
b. improvise simple rhythmic and melodic ostinato accompaniments;

c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies;
d. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

End of Grade 8:

In addition to the above, students will be able to:

a. improvise simple harmonic accompaniments;
b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys;
c. improvise short melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality.

End of Grade 12:

In addition to the above, students will be able to:

a. improvise stylistically appropriate harmonization/homophonic parts;
b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys;
c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. improvise stylistically appropriate harmonization/ homophonic parts in a variety of styles;
e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Curriculum Standard 4: Compose and arrange music within specified guidelines.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. create and arrange music to accompany readings or dramatizations;
b. create and arrange short songs and instrumental pieces within specified guidelines;
c. use a variety of sound sources when composing.

End of Grade 8:

In addition to the above, students will be able to:

a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance;
b. arrange simple pieces for voices or instruments other than those for which the pieces were written;
c. use traditional and nontraditional sound sources and electronic media when composing and arranging.

End of Grade 12:

In addition to the above, students will be able to:

a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;
b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music;
c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. compose music, demonstrating imagination and technical skill in applying the principles of composition.

Curriculum Standard 5: Read and notate music.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures;
b. use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys;
c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing;
d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

End of Grade 8:

In addition to the above, students will be able to:

a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures;
b. read at sight simple melodies in both the treble and bass clefs;
c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;
d. use standard notation to record their musical ideas and the musical ideas of others;
e. (for choral/instrumental students) sight-read accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.

End of Grade 12:

In addition to the above, students will be able to:

a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;
b. (for choral/instrumental ensemble/class) sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

c. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
d. interpret nonstandard notation symbols used by twentieth-century composers;
e. (for choral/instrumental students) sight-read, accurately and expressively, music with a difficulty level of 4, on a scale of 1 to 6.

Curriculum Standard 6: Listen to, analyze, and describe music.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. identify simple music forms when presented aurally;
b. demonstrate perceptual skills by moving to, inquiring about, and describing aural examples of music from various styles representing diverse cultures;
c. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances;
d. identify the sounds of different instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices;
e. respond through purposeful movement to selected prominent features in a piece of music.

End of Grade 8:

In addition to the above, students will be able to:

a. describe specific music events in a given aural example, using appropriate terminology;
b. analyze how elements of music are expressed in diverse genres and cultures;
c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

End of Grade 12:

In addition to the above, students will be able to:

a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;
b. demonstrate extensive knowledge of the technical vocabulary of music;
c. identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. demonstrate the ability to perceive and remember music events;
e. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style;
f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Curriculum Standard 7: Evaluate music and music performances.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. devise criteria for evaluating performances and compositions;
b. explain, using appropriate music terminology, personal preferences for specific musical works and styles.

End of Grade 8:

In addition to the above, students will be able to:

a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing;
b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music.

End of Grade 12:

In addition to the above, students will be able to:

a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;
b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.

Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. identify similarities and differences in the meanings of common terms used in the various arts;
b. identify ways in which the principles and subject matter of other disciplines are related to those of music.

End of Grade 8:

In addition to the above, students will be able to:

a. compare in two or more arts how the characteristic features of each art discipline can be used to transform similar events, scenes, emotions, or ideas into works of art;

b. describe ways in which the principles and subject matter of other disciplines are related to those of music.

End of Grade 12:

In addition to the above, students will be able to:

a. explain how elements, artistic processes and organizational principals, such as unity or variety, are used in similar and distinctive ways in the various arts ;
b. compare characteristics of the arts within a particular period, style, or culture;
c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. compare how creators, performers, and others involved in the production and presentation of the various arts are similar to and different from one another.

Curriculum Standard 9: Understand music in relation to history and culture.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. identify by genre or style aural examples of music from various historical periods and cultures;
b. describe in simple terms how elements of music are used in various world cultures;
c. identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use;
d. identify and describe the roles of musicians in music settings and cultures;
e. demonstrate audience behavior appropriate for the context and style of music performed;
f. describe the way music has been a continuous part of the history of human culture.

End of Grade 8:

In addition to the above, students will be able to:

a. describe distinguishing characteristics of representative music genres and styles from different cultures;
b. classify by genre, style, historical period, composer, or title bodies of exemplary musical works and explain the characteristics that cause each work to be considered exemplary;
c. compare the role of musicians, the function music serves and conditions under which music is typically performed, in several cultures of the world.

End of Grade 12:

In addition to the above, students will be able to:

a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;
b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them;

c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context.
e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Curriculum Standard 10: Identify the range of careers in the field of music

Proficiency Standards

End of Grade 4:

Students will be able to:

a. identify occupations in which people sing or play musical instruments ;
b. identify local resources where people can take part in singing;
c. identify professions where skills of arranging and composing music are used;
d. recognize that people evaluate music and music performances.

End of Grade 8:

In addition to the above, students will be able to:

a. recognize that improvisation and accompaniment are creative skills that are needed in certain music careers;
b. identify professions where skills of arranging, composing and conducting music are used;
c. identify local, national, or international individuals who are composers/arrangers of music;
d. identify occupations that require people to evaluate music and music performances;
e. recognize that music-related careers exist in musical production and direction.

End of Grade 12:

In addition to the above, students will be able to:

a. recognize that some people are hired to sing or play varied styles of music in various media;
b. identify professions in which people compose and/or arrange music in diverse styles for various media;
c. recognize that careers and work opportunities exist in the fields of music evaluation;
d. recognize that professions exist in the study of music history, such as ethnomusicology.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

e. research and identify careers in the music field utilizing resources such as individual professionals and reference materials including the internet, as well as local, state, national, and professional organizations.

New Hampshire Curriculum Framework for the Arts

Theatre K-12

PURPOSE:

Theatre occupies a unique position among the arts. It invites audiences to explore the social mores, political persuasions, and conventions of particular times and settings. It also illuminates the commonality of human experience across the ages. The same play may be interpreted differently from one century to the next, yet man's struggle with himself or nature remains the same. For example, Macbeth's ambition would be perceived differently in Elizabethan England and twenty-first century America, yet the destructive nature of excess ambition is evident in both settings.

The actor is at the heart of all theatrical productions, whether in the classroom or the on the professional stage, and relies upon the complete artistic-self to communicate thoughts and ideas. Characterization, a basic component of acting, is exemplified through movement, gesture and bodily attitude. The actors' voice, through diction and delivery, is also used to help shape character. Therefore, theatre, in its simplest form, such as a single actor on a bare stage, utilizes the visual, aural and movement elements of the other art disciplines to express ideas.

In its more complex forms, theatre promotes the unique contributions of the other art disciplines. Consider opera and musical theatre. Here, orchestration, choreography, costumes, sets and lighting provide a fuller production. Additional skills in set and costume construction, lighting and sound design, and business management, among others, are required. And yet, behind the glare of the footlights, the actor calls upon his ability to observe, perceive, and respond in body and mind in portraying his character on stage.

In the classroom, students can express ideas through theatrical concepts that range from simple, imaginative role playing to full-scale collaborative productions. These theatre activities allow students to make decisions, collaborate, solve problems, synthesize and analyze information, as well as reflect on common human experiences. These are life-long skills that will be valuable in the work place and in human relationships.

The theatre framework contains nine curriculum standards and outlines proficiency standards for grades four, eight and twelve. In the early grades, theatre students learn about life, actions and consequences, and about the customs and beliefs of others and themselves. The later years require students to reach beyond their immediate experiences into the larger world of history, politics, and society, and examine the role of playwright, designer, actor, and director. Students will begin to develop their critical and analytic skills in theatre and will play a larger role in the planning and evaluating their work. Over time, dramatic skills and techniques are developed with exploration of increasingly more complex attitudes, values, and behavior, thereby developing a deeper understanding of personal issues and a broader world view.

Curriculum Standard 1: Students will create theatre through improvising, writing and refining scripts.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. collaborate to select interrelated characters, environments, and situations for classroom dramatizations;
b. improvise dialogue to tell stories, then formalize their improvisations by writing or recording the dialogue.

End of Grade 8:

In addition to the above, students will be able to:

a. create, individually and in groups, characters, environments, and actions that create tension and suspense;
b. refine and record dialogue and action;
c. write simple scripts.

End of Grade 12:

In addition to the above, students will be able to:

a. construct imaginative scripts using different playwriting forms and techniques;
b. collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

c. write theatre, film, television, or electronic media scripts containing original characters with dialogue that motivates the action in both traditional and new forms.

Curriculum Standard 2: Students will act by developing, improvising, communicating and sustaining characters.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. imagine and clearly describe characters, their relationships, and their environments;
b. use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters;
c. assume roles in classroom dramatizations based on personal experience and heritage, imagination, literature, and history.

End of Grade 8:

In addition to the above, students will be able to:

a. analyze descriptions, dialogue, and actions, in order to explain character motivation;
b. invent character behaviors that align with the nature of a given script;
c. demonstrate artistic choices, such as body alignment and diction, that develop characterizations;
d. sustain character during ensemble interactions.

End of Grade 12:

In addition to the above, students will be able to:

BEST COPY AVAILABLE

a. analyze the physical, emotional, and social dimensions of characters found in the dramatic texts from various genres and media;
b. compare and demonstrate classical and contemporary acting techniques and methods;
c. demonstrate artistic discipline in rehearsal and performance.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. create and sustain characters in monologues and ensembles, using different acting styles and techniques;
e. create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.

Curriculum Standard 3: Students will design and produce the technical elements of theatre through artistic interpretation and execution.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. visualize environments and construct designs to communicate locale and mood;
b. organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup in a collaborative group .

End of Grade 8:

In addition to the above, students will be able to:

a. describe and use the relationships among scenery, properties, lighting, sound, costumes, and make-up in creating an environment appropriate for the drama;
b. analyze improvised and scripted scenes for technical requirements;
c. design stage environments, including setting, sound and light from traditional and nontraditional sources;
d. work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments;
e. select or create costumes and make up to suggest character.

End of Grade 12:

In addition to the above students will be able to:

a. explain the basic physical and chemical properties of technical theatre, such as light, color, textures, materials, electricity, paint, sound, and make-up;
b. analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements;
c. design visual and aural elements to convey environments that clearly support the text;
d. apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and make-up;
e. design coherent stage management, promotional and business plans.

Additional Proficiency Standards Grades 9-12:

In addition to the above students will be able to:

f. explain how scientific and technological advances have affected set, lighting, sound, and costume design and implementation for theatre, film, television, and electronic media productions;
g. collaborate with directors to develop production concepts that create a unified performance experience;
h. safely construct and efficiently operate technical aspects of theatre, film, television, and electronic media productions;
i. create and implement production schedules, stage management plans, promotional ideas, and business and house procedures for dramatic productions.

Curriculum Standard 4: Students will direct by planning or interpreting works of theatre by organizing and conducting rehearsals.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. collaboratively plan and prepare improvisations
b. demonstrate various ways of staging classroom dramatizations such as using storytelling, video cameras, or movement

End of Grade 8:

In addition to the above, students will be able to:

a. lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes;
b. through the use of theatre elements, demonstrate social, group, and consensus skills;
c. explore the uses of the stage to enhance dramatic value;
d. develop staging and blocking techniques.

End of Grade 12:

In addition to the above, students will be able to:

a. develop multiple script and design interpretations and justify those that are most appropriate;
b. communicate directorial choices for improvised or scripted scenes to an ensemble;
c. use techniques of staging and blocking to achieve different effects and to convey meaning.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. conduct auditions, cast actors, direct scenes, and organize and lead production meetings to achieve production goals.

Curriculum Standard 5: Students will research, evaluate and apply cultural and historical information to make artistic choices.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. communicate information to peers about people, events, time, and place related to classroom dramatizations.

End of Grade 8:

In addition to the above, students will be able to:

a. apply research from print and other sources to script writing, acting, design, and directing choices.

End of Grade 12:

In addition to the above, students will be able to:

a. identify and research cultural, historical, and symbolic clues in dramatic texts evaluate the validity and practicality of information to assist in making artistic choices for formal and informal productions.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

b. research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for formal and informal theatre, film, television, and electronic media productions.

Curriculum Standard 6: Students will make curriculum connections among theatre, the arts, and other disciplines.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. describe visual, aural, oral, and kinetic (involving movement) elements in theatre, dramatic media, dance, music, and visual arts;
b. compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts;
c. select movement, music, or visual elements to enhance the mood of a classroom dramatization;
d. identify connections between theatre and other disciplines in the curriculum.

End of Grade 8:

In addition to the above, students will be able to:

a. describe and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts;
b. incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes;
c. express and compare personal reactions to several art forms;

d. describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts;
e. describe ways in which the principles and subject matter of theatre and other arts disciplines are interrelated.

End of Grade 12:

In addition to the above, students will be able to:

a. describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media (story telling), musical theatre, dance, music, and the visual arts;
b. determine how the other arts are modified to enhance the expression of ideas and emotions achieved in theatre;
c. illustrate the integration of varied arts media in formal and informal presentations;
d. create and solve interdisciplinary problems using theatre.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

e. compare the unique interpretive and expressive natures and aesthetic qualities of traditional art forms from various cultures and historical periods with contemporary new art forms, such as performance art, videodisks, and virtual reality;
f. integrate several art forms and/or media in theatre, film, television, or electronic media productions.

<u>Curriculum Standard 7</u>: Students will analyze, critique and construct meanings from works of theatre.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances;
b. explain how the wants and needs of characters are similar to, and different than, their own;
c. articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances;
d. analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations; also suggest means of improving the collaborative processes of planning, playing, responding, and evaluating;

End of Grade 8:

In addition to the above, students will be able to:

a. describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances;
b. articulate and support the meanings constructed from dramatic performances;
c. use articulated criteria to describe, analyze, and constructively evaluate the effectiveness of artistic choices found in dramatic performances;

d. describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers, and directors) to the collaborative process of developing improvised and scripted scenes.

End of Grade 12:

In addition to the above, students will be able to:

a. construct social meanings from informal and formal productions, and dramatic performances from various cultures and historical periods, and relate these to current personal, national, and international issues;
b. articulate and justify personal aesthetic criteria for critiquing dramatic texts and events by comparing artistic intent with the final performance;
c. analyze and critique dramatic performances, considering context, and constructively suggest alternative artistic choices;
d. constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

e. develop an understanding of the dramatic/artistic intentions and actions, based on their social and personal significance, from nontraditional dramatic performances;
f. analyze, compare, and evaluate differing critiques of the same dramatic texts and performances;
g. critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism, Shakespeare, Indian classical drama, Japanese kabuki, etc.) as they may relate to time and place;
h. analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work.

<u>Curriculum Standard 8</u>: Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures, historical periods and everyday life.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life;
b. identify and compare the various settings and reasons for creating drama and attending theatre, film, television, and electronic media productions;
c. articulate the ways in which participation in theatre arts enhances daily lives.

End of Grade 8:

In addition to the above, students will be able to:

a. describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects culture;
b. analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures;
c. explain how culture affects the content and production values of dramatic performances;
d. explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk, sympathy, and empathy apply in theatre and daily life;
e. describe the value and significance of theatre in their daily lives.

End of Grade 12:

In addition to the above, students will be able to:

a. compare how similar themes are treated in drama from various cultures and historical periods;
b. illustrate with formal and informal performances, and discuss how theatre can reveal universal concepts;
c. identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods;
d. identify cultural and historical sources of American theatre and musical theatre;
e. analyze the effect of their own cultural experiences on their dramatic work.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

f. analyze the social and aesthetic impact of theatre and film artists from underrepresented groups;
e. analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods;
f. analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods, and explain influences on contemporary theatre, film, television, and electronic media productions.

<u>Curriculum Standard 9:</u> Understand the range of careers in the field of theatre arts and identify careers associated with this field.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. discuss how creating theatre takes the efforts of many people with many different skills;
b. describe a variety of professions in the field of theatre and identify careers that are associated with theatre;
c. identify New Hampshire theatre resources (play groups, theatres, playhouses).

End of Grade 8:

In addition to the above, students will be able to:

a. identify a variety of performance and production related careers in theatre arts (such as actor, technician, stage manager, and designer);
b. identify and experience New Hampshire theatre resources;
c. explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media.

End of Grade 12:

In addition to the above, students will be able to:

a. identify locally, nationally, and internationally recognized individuals or groups in the field of theatre arts;
b. explore career opportunities in theatre and theatre-related fields.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

c. research and describe career options as they relate to performance, production, and communication;
d. identify and interview professionals in the field of theatre.

New Hampshire Curriculum Framework for the Arts

Visual Arts K-12

PURPOSE:

Since the beginning of civilization, people have created visual artifacts to enhance their surroundings and communicate ideas. People of all cultures have used the visual arts to record, reflect and expand upon life. Historical events, such as battles, plagues and celebrations are depicted in paintings and memorials. The intangibles of life, such as dreams, religion, and aesthetics, are captured through the visual arts as well. Consequently, any visual art work, when examined in the context in which it was created, provides the perspective viewer with a lens into another time, place or mind.

The visual arts range from drawing, painting, sculpture, and print making, to landscaping, film, video, and folk arts. Aspects of the visual arts are part of our daily life and are evident in architecture, advertisement, product design, and city planning. Design elements appear in what we drive, wear, see and use. The world is filled with visual stimuli that the mind is required to process and interpret regularly; knowledge of the visual arts is necessary to understand the design-oriented environment of the twenty-first century. Therefore, the framework in visual arts provides for sequential learning in creating art and a broad understanding of the influence of design within the environment.

Studies in the visual arts enable students to experience distinct ways of thinking, communicating, reasoning and investigating. The visual arts, as with all the arts disciplines, have a unique symbol system. Additionally, participation in making visual art allows students to learn spatially and kinesthetically. Howard Gardner, educational researcher, has defined these different ways of knowing as distinct and separate intelligences. Much research is devoted to validating the theory that learning in these modes will increase students' ability to develop life skills, use varied approaches to problem solving, collaborate with others and synthesize ideas.

The framework in visual arts includes seven curriculum standards to guide educators and provide New Hampshire students with visual art experiences in investigating, making art, and critiquing their own works and the works of others. It is designed sequentially and provides cognitive links with other disciplines throughout. The framework begins with enthusiastic exploration of materials and processes. It progresses through developing imagination and individual expression, and culminates with sophisticated inquiry into the aesthetic qualities of both historical works and student created pieces. Achievement of these standards will prepare students for adult lives that are enriched by an increased capacity for interpreting human experience.

<u>Curriculum Standard 1</u>: Apply appropriate media, techniques, and processes.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. differentiate between materials, techniques, and processes of making art;
b. describe how different techniques, media, and processes produce different effects and personal responses;
c. use various materials, techniques, and processes to communicate and express ideas, experiences, and stories;
d. use art materials and tools in a safe and responsible manner;
e. communicate and express ideas symbolically.

End of Grade 8:

In addition to the above, students will be able to:

a. select media and analyze how it effectively communicates and expresses ideas;
b. use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas;
c. express and communicate ideas symbolically and realistically;
d. use increasingly complex art materials and tools in a safe and responsible manner.

End of Grade 12:

In addition to the above, students will be able to:

a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions;
b. create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes;
c. use complex art materials and tools in a safe and responsible manner.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. communicate ideas regularly at a high level of effectiveness in at least one visual arts medium;
e. initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis, and evaluation.

<u>Curriculum Standard 2</u>: Identify and apply the elements of visual art and principles of design.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. recognize the visual elements including color, shape, form, space, line, value, and texture;
b. describe the principles of design including balance, unity and rhythm;
c. describe how different expressive features, and ways of organizing them, cause different responses;
d. create works of art that use the elements of art and principles of design to communicate and express ideas.

End of Grade 8:

In addition to the above, students will be able to:

a. recognize and reflect on the effects of arranging visual characteristics in works of art;
b. select and use the elements of art and principles of design to improve communication and expression of ideas;
c. describe and analyze visual characteristics of works of art using visual arts terminology.

End of Grade 12:

In addition to the above, students will be able to:

a. demonstrate a more complex understanding of the elements of art and principles of design to accomplish commercial, personal, communal or other purposes of art;
b. create works that use the elements of art and principles of design to solve specific visual arts problems;
c. compare two or more perspectives about the use of organizational principles and functions in artwork and defend personal evaluations of these perspectives;
d. design to generate multiple solutions to a variety of visual art problems.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

e. describe the elements of art and principles of design found in origins of specific images and ideas.

Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. explore and understand prospective content for works of art;
b. create art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning.

End of Grade 8:

In addition to the above, students will be able to:

a. use subjects, themes, and symbols that communicate and express intended meaning in their artwork;
b. consider and compare the sources for subject matter, symbols, and ideas in their own and others' work.

End of Grade 12:

In addition to the above, students will be able to:

a. reflect on how artworks differ visually, spatially, and functionally;
b. use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

BEST COPY AVAILABLE

c. describe the origins of specific images and ideas and explain their significance;
d. evaluate the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' work and the work of others.

Curriculum Standard 4: Analyze the visual arts in relation to history and culture.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. know that the visual arts have both a history and a specific relationship to various cultures;
b. identify specific works of art in particular cultures, times, and places;
c. describe how history, culture, and visual arts influence each other;
d. identify a variety of art objects, artists, and resources specific to New Hampshire;
e. create a work of art that reflects an understanding of how history or culture can influence visual art.

End of Grade 8:

In addition to the above, students will be able to:

a. compare the characteristics of works of art representing various cultures, historical periods, and artists;
b. describe and place a variety of art objects by style and artist, and by historical and cultural contexts;
c. describe how a given work of art can be interpreted differently in various cultures and time;
d. analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art;
e. identify artists who have used New Hampshire and New England as their subject and know where such works may be viewed;
f. create a work of art that reflects historical and/or cultural context;

End of Grade 12:

In addition to the above, students will be able to:

a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art;
b. analyze relationships among works of art in terms of history, aesthetics, and culture, using their observations to inform their own art making;
c. identify and visit New Hampshire arts exhibitions and report their findings.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. understand various critical models of interpreting works from several historical periods and cultures;
e. analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

Curriculum Standard 5: Analyze, interpret and evaluate their own and others' artwork.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. identify various purposes for creating works of art;
b. describe how people's experiences influence the development of specific art works;
c. understand that people may respond in different and equally valid ways to specific art works;
d. describe their personal responses to specific works of art using visual art terminology;
e. identify possible improvements in the process of creating their own work.

End of Grade 8:

In addition to the above, students will be able to:

a. compare multiple purposes for creating works of art;
b. analyze the meanings of contemporary and historic artworks;
c. evaluate the quality and effectiveness of their own and others' work by using specific criteria;
d. compare a variety of individual responses to their own art works;
e. describe their own responses to, and interpretation of, specific works of art;
f. describe their own artistic growth over time in relation to specific criteria.

End of Grade 12:

In addition to the above, students will be able to:

a. research and analyze historic meaning and purpose in various works of art;
b. defend personal interpretations to better understand specific works of art;
c. apply critical and aesthetic criteria in order to improve their own works of art;
d. reflect critically on various interpretations to better understand specific works of art.

Additional Proficiency Standards Grades 9 – 12:

In addition to the above, students will be able to:

e. analyze and interpret art works identifying relationships among form, context and purposes.

<u>Curriculum Standard 6</u>: Students will make connections among the visual arts, other disciplines, and daily life.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. identify connections among the visual arts and other arts disciplines;
b. understand that similarities exist between the visual arts and other disciplines;
c. describe how the visual arts are used in the world around us and how they are part of our everyday life;
d. describe how the visual art design principles are expressed in multi-media presentations and daily life.

End of Grade 8:

In addition to the above, students will be able to:

a. compare characteristics of works of art and other art forms that share similar subject matter, themes and purposes;
b. create art work that reflects the connections among visual arts and other disciplines;
c. apply the principles of design in solving a visual arts problem.

End of Grade 12:

Students will be able to:

a. compare the materials, technologies, media, and processes of the visual arts with those of other disciplines;
b. compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines;
c. create and solve interdisciplinary problems through multimedia solutions, using advancements in technology and principles of design when applicable.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

e. use knowledge of other subject matter to enhance their art work;
f. evaluate how other disciplines influence an individual's work, style and process.

Curriculum Standard 7: Understand the range of careers in the field of visual arts and identify careers associated with this field.

Proficiency Standards

End of Grade 4:

Students will be able to:

a. identify a variety of professions in the visual arts;
b. describe various kinds of artists and fields of art particular to New Hampshire.

End of Grade 8:

In addition to the above, students will be able to:

a. identify visual artists who are recognized locally, nationally, and internationally;
b. describe occupations in which knowledge of design principles is important, such as fashion, manufacturing, advertising and web design.

End of Grade 12:

Students will be able to:

a. recognize that a portfolio is a tool for professional artists and personal documentation, as well as a requirement for college admission;
b. prepare a portfolio for use in application to institutions of higher education or for the workplace;
c. prepare an exhibition, demonstrating an understanding of presentation.

Additional Proficiency Standards Grades 9-12:

In addition to the above, students will be able to:

d. investigate career opportunities and professional options related to one's own strengths.

WORKS CONSULTED

Boston, Bruce O. "Educating for the Workplace through the Arts." *Business Week* 28 Oct. 1996: supplement.

Connecticut Commission on the Arts. *HOT School Program Evaluation, 1996-1997.* Bozeman: ArtsMarket Consulting, Inc., 1997.

Connecticut State Department of Education. *Draft Connecticut Guide to K-12 Program Development in the Arts.* Hartford, CT: 1998.

Costa, Arthur and Garmston, Robert. "Maturing Outcomes." *The National Arts Assessment Institute Professional Development Guide.* Council of Chief State School Officers. Washington: CCSSO, 2000.

Gary, Charles L. *Transforming Ideas for Teaching and Learning the Arts.* Ed. Rita Foy. 1997.

Hanna, Judith Lynne. *Partnering Dance and Education.* Champaign: Human Kinetics, 1999.

Mahlman, John. "Music BrainPower: What Mr. Holland Didn't Know: Compelling New Findings May Help Save Music in Schools." *Symphony. The Magazine of American Symphony Orchestra League* September-October 1996: 20-21.

Mahlman, John J. and Others. *National Standards for Arts Education: What Every Young American Should Know and Be Able To Do in the Arts.* United States, 1994.

National Endowment for the Arts: *Schools, Communities and the Arts: A Research Compendium.* Washington: NEA, 1995.

New Hampshire State Board and Department of Education. *Minimum Standards for Public School Approval.* Concord, NH: 1996

Persky, Hilary R., Sandene, Brent A., Askew, Janice M. *The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress.* Washington, DC: National Center for Educational Statistics, US Department of Education, Office of Educational Research and Improvement, 1999.

Riley, Richard W. "The Arts and Education Reform." *Teaching Pre K-8;* v24 n6 p6 Mar 1994.

Shaw, Bonnie Bernard. "Tapping Resiliency Through the Arts." *Artworks: Prevention Programs for Youth and Communities."* Ed. Paula Randall. Washington: NEA, 1997. 14-18.

The College Board. "Profile of SAT and Achievement Test Takers for 1990-1996." 1996. The College Board Information Services.

The College Board. "SAT Scores for Students with Coursework/Experience in the Arts." 1996. The College Board Information Services.

Wisconsin State Department of Public Instruction. *Wisconsin's Model Academic Standards for Art and Design.* Madison, WI: 2000.

Curriculum Framework for Arts Education
Core Task Force

The Core Task Force members have served since 1996 and are to be commended for their generous offering of time and expertise. The framework initiative for arts education will serve New Hampshire's students and teachers in the years to come. Thank you.

Joy Armstrong, Theatre Educator, Laconia,
John Bott, Artist, Colby Sawyer College, New London
Nancy Brown, Arts Program Director, Temple
Wendy Clark, Arts for All, VSA New Hampshire, Littleton
Irene Derosier, Elementary Art Educator, Allenstown, Chichester
Mark Deturk, Associate Professor, University of New Hampshire, Music Department, Durham
Kelly Doremus Stuart, Dance Educator, Concord
Bill Ewert, DOE
Pamela Flynn, DOE
Bill Haust, Art Education Coordinator, Plymouth State College, Plymouth
Leslie Higgins, DOE
Rachel Hopkins, DOE
Chris Kelly, Music Educator, Concord
Patricia Lindberg, Integrated Arts Coordinator, Plymouth State College, Plymouth
Phil Martin, Music Educator, Campbell High School, Litchfield, President-elect MENC-National Association of Music Educators Eastern Division 1999-2001
Marcia McCaffrey, NH DOE
Catherine O'Brian, Arts in Education Coordinator, New Hampshire State Council on the Arts
Ann Spurr, High School Art Educator, Weare
Joanne Baker, NH DOE
David Olsewski, Movement Specialist, Bedford

Consultants:
Genevieve Aichele, New Hampshire Theatre Project, Portsmouth
Andrew Svedlow, New Hampshire Institute of Art, Manchester

The New Hampshire Department of Education would like to thank the many teachers, administrators and artists of New Hampshire who contributed to review of this document.

Support for resources:
New Hampshire Department Of Education
New Hampshire State Council on the Arts

Support for informational sessions held statewide:
School to Career